

Due Jul 23 by 10:59pm **Points** 50 **Submitting** a text entry box or a file upload **Attempts** 0
Allowed Attempts 2

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<https://waldenu.instructure.com/courses/67060/modules/items/1946560>

APPLYING COMMUNITY RESOURCES TO THE CASE STUDY OF MARGE

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Emerging themes in addiction treatment are moving away from conventional acute care models that focus on the immediate needs of the individual and toward long-term care models that utilize a case management approach. This approach identifies the strengths and needs of individuals in all areas of life and addresses them by linking clients with community resources.

The value of mutual support groups as a community resource has been widely recognized, and most treatment professionals encourage participation. The most well-known support groups are the 12-step groups. The original 12-step support group, Alcoholics Anonymous (AA), was founded in the 1930s. Since then, the 12-step philosophy has been applied to almost every addiction known.

The 12 steps are spiritually based, meaning that while they are not associated with any organized religion or dogma, they acknowledge a higher power. The steps are not directions on how to stop one's addiction, but directives for living the rest of one's life in a meaningful way without the use of mood-altering chemicals or behaviors (Alcoholics Anonymous, 2005; Doweiko, 2019). The success of 12-step programs across the world over their 90-year existence is testimony to their efficacy.

For this Assignment, you analyze the role of community resources, including 12-step programs, in supporting addiction recovery.



Be sure to review the Learning Resources before completing this activity.
Click the weekly resources link to access the resources.

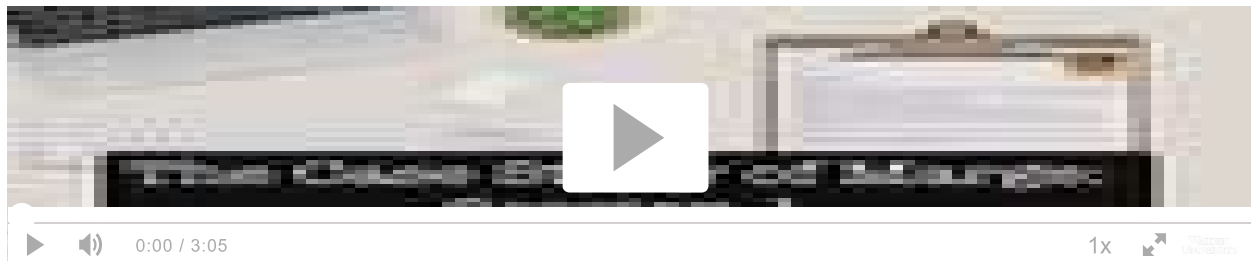
Readings

- Capuzzi, D. T., & Stauffer, M. D. (2020). Foundations of addictions counseling (4th ed). Pearson.
 - Chapter 10, “Group Counseling for Treatment of Addictions” (pp. 208–230)
 - Chapter 12, “12-Step Facilitation of Treatment” (pp. 252–273)
 - Chapter 16, “Substance Prevention Across Lifespan” (pp. 339–364)
- Substance Abuse and Mental Health Services Administration. (2022). **Getting ahead of a problem.**  (https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep22-03-10-003.pdf). https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep22-03-10-003.pdf
- Tench, R. (2019, March). **The opioid epidemic.**  (<https://www.schoolcounselor.org/Newsletters/April-2019/The-Opioid-Epidemic?st=ID>). *Idaho School Counselor*. <https://www.schoolcounselor.org/Newsletters/April-2019/The-Opioid-Epidemic?st=ID>
- Substance Abuse and Mental Health Services Administration. (2019, July 19). **Finding evidence-based programs and practices.**  (https://www.samhsa.gov/sites/default/files/20190719-samhsa-finding_evidence-based-programs-practices.pdf) https://www.samhsa.gov/sites/default/files/20190719-samhsa-finding_evidence-based-programs-practices.pdf
- Alcoholics Anonymous. (2022). **A.A. can support professionals**  (<https://www.aa.org/aa-professionals>) *Alcoholics Anonymous World Services, Inc.* <https://www.aa.org/aa-professionals>
- Substance Abuse and Mental Health Services Administration Center for the Application of Prevention Technologies. (2019). **Finding evidence-based programs and practices.**  (https://www.samhsa.gov/sites/default/files/20190719-samhsa-finding_evidence-based-programs-practices.pdf) https://www.samhsa.gov/sites/default/files/20190719-samhsa-finding_evidence-based-programs-practices.pdf
- Jamison, R. (2019, March). **School counselor steps against substance abuse.**  (<https://www.schoolcounselor.org/Newsletters/April-2019/School-Counselor-Steps-Against-Substance-Abuse?st=ID>). *Idaho School Counselor*. <https://www.schoolcounselor.org/Newsletters/April-2019/School-Counselor-Steps-Against-Substance-Abuse?st=ID>
- Alcoholics Anonymous. (2018). **A.A. as a resource for the health care professional.**  (https://www.aa.org/sites/default/files/literature/assets/p-23_aaasaresourceforhcp1.pdf) *Alcoholics Anonymous World Services, Inc.* https://www.aa.org/sites/default/files/literature/assets/p-23_aaasaresourceforhcp1.pdf
- NAADAC: The Association for Addiction Professionals. (2021). **NAADAC/NCC AP code of ethics.**  (https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf) NAADAC. https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf
- Document: **Case Study: Community, Resources, and Recovery Template** (<https://waldenu.instructure.com/courses/67060/files/4115398?wrap=1>) 

(https://waldenu.instructure.com/courses/67060/files/4115398/download?download_frd=1) (Word document)

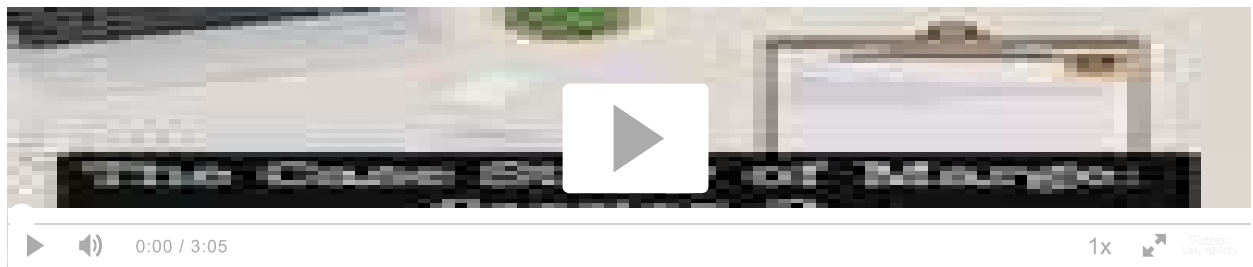
Media

Walden University, LLC. (2012–2023). *The case study of Marge: Session 1* [Interactive media]. Walden University Canvas. <https://waldenu.instructure.com>



- **[The Case Study of Marge: Session 1 Transcript](https://waldenu.instructure.com/courses/67060/files/4115395?wrap=1)**
(<https://waldenu.instructure.com/courses/67060/files/4115395?wrap=1>) 
(https://waldenu.instructure.com/courses/67060/files/4115395/download?download_frd=1) (PDF)

Walden University, LLC. (2012–2023). *The case study of Marge: Session 2* [Interactive media]. Walden University Canvas. <https://waldenu.instructure.com>



- **[The Case Study of Marge: Session 2 Transcript](#)**

<https://waldenu.instructure.com/courses/67060/files/4115386?wrap=1> 

https://waldenu.instructure.com/courses/67060/files/4115386/download?download_frd=1 (PDF)

Walden University, LLC. (2012–2023). *The case study of Marge: Session 3* [Interactive media]. Walden University Canvas. <https://waldenu.instructure.com>



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Walden University

- **[The Case Study of Marge: Session 3 Transcript](#)**

<https://waldenu.instructure.com/courses/67060/files/4115373?wrap=1> 

https://waldenu.instructure.com/courses/67060/files/4115373/download?download_frd=1 (PDF)

To prepare:

- Review the Learning Resources.
- Download the Case Study: Community, Resources, and Recovery Template, which you will use for your paper.
- Review The Case Study of Marge: Sessions 1–3 interactive media.
- Write an introduction to your community. Include a description of the population and discuss some of the strengths and challenges related to mental health and addictions resources.
- Research and create list of resources to support addictions treatment and recovery for the community where you live. Identify resources that may be appropriate for different populations: Including youth and adults.
- Provide a brief education on selecting evidence-based programs.

BY DAY 7

Write a 5–7 page, APA-formatted paper using the Case Study: Community, Resources, and Recovery Template, which addresses the following prompts. Be sure to use the template which contains direction to support your work, provide a conclusion, and follow APA format.

- Introduce your community.
 - Describe the demographics
 - Identify strengths related to mental health and addiction resources available in your community.
 - Identify challenges related to mental health and addiction resources available in your community.
- Research and create a list of resources to support addictions treatment and recovery for the community where you live.
 - Include resources for different populations, including youth and adults and for crisis response.
- Provide a brief overview on evidence-based program and on selecting effective evidence-based programs.
- Identify community resources that you might recommend for Marge's family if they lived in your community.
 - Explain why those resources might be suitable for supporting Marge's recovery.
- Explain which three steps of the 12-step program might be most effective in Marge's recovery and why.
- Explain the role of spirituality in 12-step programs.
- Explain whether you would recommend a 12-step program for Marge and why.

SUBMISSION INFORMATION

Before submitting your final assignment, you can check your draft for authenticity. To check your draft, access the **Turnitin Drafts** from the **Start Here** area.

1. To submit your completed assignment, save your Assignment as **WK#Assgn_LastName_Firstinitial**
2. Then, click on **Start Assignment** near the top of the page.
3. Next, click on **Upload File** and select **Submit Assignment** for review.



COUN_6202_Week8_Assignment_Rubric

Criteria	Ratings				Pts
Element (1): Assignment Expectations By Day 7, submit a 5- to 7-page paper using the Case Study: Community, Resources, and Recovery Template, provide an introduction and conclusion, and follow APA format. Describe the demographics, strengths, and resources related to mental health and addiction resources in your community. Create a list of resources for different populations and crisis response and evidence-based programs. Identify resources that you might recommend for Marge's family in your community and why. Explain three steps of the 12-step program that might be most effective in Marge's recovery, the role of spirituality in 12-step programs, and whether you recommend 12-step for Marge.	20 to >18.0 pts A (100%–90%) Responsive to and exceeds the requirements given in the instructions. It: 1.) Responds to assigned or selected topic; 2.) Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated).	18 to >15.73 pts B (89%–80%) Responsive to and meets the requirements given in the instructions. It: 1.) Responds to the assigned or selected topic; 2.) Addresses each point of the assignment.	15.73 to >13.98 pts C (79%–70%) Somewhat responsive to the requirements given in the instructions. It: 1.) Somewhat misses the point of the assigned or selected topic; and/or 2.) Addresses less than all of the points of the assignment but more than half.	13.98 to >0 pts F (69%–0%) Unresponsive to the requirements given in the instructions. It: 1.) Misses the point of the assigned or selected topic; and/or 2.) Contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or 3.) Addresses less than half of the aspects of the assignment.	20 pts

Criteria	Ratings					Pts
Element (2): Content Knowledge The extent to which the content in the paper or writing assignment demonstrates an understanding of the important knowledge the paper/assignment is intended to demonstrate. Critical Thinking, Analysis, and Synthesis: Is the student able to make meaning of the information?	25 to >22.4 pts A (100%–90%) Demonstrates/provides: 1.) In-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; 2.) Rich and relevant examples; 3.) Thought-provoking ideas and interpretations, original thinking, and new perspectives; 4.) Original and critical thinking; and 5.) Mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.	22.4 to >20.0 pts B (89%–80%) Demonstrates/provides: 1.) Understanding and application of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented; 2.) Relevant examples; 3.) Thought-provoking ideas and interpretations, some original thinking; and 4.) Critical thinking; and 5.) Mastery and application of knowledge and skills or strategies presented in the course.	20 to >17.5 pts C (79%–70%) Demonstrates/provides: 1.) Minimal understanding of concepts and issues presented in the course, and, although generally accurate, displays some omissions and/or errors; and/or 2.) Few and/or irrelevant examples; and/or 3.) Few if any thought-provoking ideas, little original thinking; and/or 4.) “Regurgitated” knowledge rather than critical thinking; 5.) Little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	17.5 to >0 pts F (69%–0%) Demonstrates/provides: 1.) A lack of understanding of the concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or 2.) No examples or irrelevant examples; and/or 3.) No thought-provoking ideas or original thinking; and/or 4.) No critical thinking; and/or 5.) Many critical errors when applying knowledge, skills, or strategies presented in the course.	25 pts	
Element (3): Quality of Writing Does the student meet graduate-level writing expectations? APA Style writing is required, including a cover sheet, citations, and references. The assignment should have	5 to >4.49 pts A (100%–90%) Writing exceeds graduate-level writing expectations. The paper: 1.) Uses language that is clear, concise, and appropriate; 2.) Has few, if any, errors in spelling, grammar, and syntax; 3.) Is extremely well organized, logical,	4.49 to >4.0 pts B (89%–80%) Writing meets graduate-level writing expectations. The paper: 1.) Uses language that is clear; 2.) Has a few errors in spelling, grammar, and syntax; 3.) Is well organized, logical, and clear; 4.) Uses original language and uses	4 to >3.5 pts C (79%–70%) Writing is somewhat below graduate-level writing expectations: The paper: 1.) Uses language that is unclear and/or inappropriate; and/or 2.) Has more than occasional errors in spelling, grammar, and syntax; and/or 3.) Is poorly organized, is	3.5 to >0 pts F (69%–0%) Writing is well below graduate-level writing expectations: The paper: 1.) Uses unclear and inappropriate language; and/or 2.) Has many errors in spelling, grammar, and syntax; and/or 3.) Lacks organization in a	5 pts	

Criteria	Ratings				Pts
subheaders clearly distinguishing the two components: Part I & Part II.	clear, and never confuses the reader; 4.) Uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; 5.) Provides information about a source when citing or paraphrasing it.	direct quotes when necessary and/or appropriate; 5.) Provides information about a source when citing or paraphrasing it.	at times unclear and confusing, and has some problems with logical flow; and/or 4.) Reflects underuse of original language and overuse of direct quotes and paraphrases; and/or 5.) Sometimes lacks information about a source when citing or paraphrasing it.	way that creates confusion for the reader; and/or 4.) Contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or 5.) Lacks information about a source when citing or paraphrasing it.	Total Points: 50